De Anza College

Student Equity and Achievement Plan
2022-2025
Executive Summary

De Anza College's Equity Framework

De Anza College remains committed to reducing historic disparities in student outcomes. In the updated [Educational Master Plan 2022-2027](#), this commitment is underscored with four initiatives that aim to increase enrollment and improve outcomes for students:

- Outreach
- Student-centered instruction and services
- Civic capacity for community and social change
- Retention

These initiatives were developed under the umbrella of the college Guided Pathways project, with equity at their core.

The college also reviewed its equity framework in 2022, incorporating feedback from shared governance groups and strategic planning sessions, and developed the "[Equity Plan Re-Imagined](#)" report as a guide to achieving cultural and structural change at De Anza. This report identifies six areas of focus:

- **Vision and Defining Equity:** Develop and adopt an equity vision and framework for De Anza's equity work (see image below)
- **Shared Governance:** Engage the administration and shared governance leaders to advance and uphold the equity vision in all college endeavors by integrating it into the shared governance process and promoting transparency around equity
- **Culture of Equity:** Create a culture of evidence-based equity practices for all employees
- **Integrated Instruction and Services:** Develop best practices based on research at the college wide and programmatic, departmental and work area levels
- **Professional Development:** Continue to develop rich and ongoing professional development opportunities that focus on deepening equity-mindedness for all employees
- **Financial Commitments:** Establish financial commitments, along with accountability and assessment measures, to continue improving campus equity work

EQUITY FRAMEWORK

Racial Equity
Faculty members, classified professionals and administrators should

- Recognize the realities of race and ethnicity for students of color
- Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students

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Student Success Factors
The college should ensure that students

- Feel connected to the college
- Have a goal and know what to do to achieve it
- Actively participate in class and extracurricular activities
- Stay on track – keeping their eyes on the prize
- Feel that somebody wants them to succeed and helps them succeed
- Have opportunities to contribute on campus and feel their contributions are appreciated

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Equity

- De Anza's vision is aligned with short-term and long-term outcomes
- Key actions and accountability steps are necessary to achieve short-term outcomes
- These include identifying key resources, stakeholders, funding sources and specific activities within a timeline

De Anza College

The Student Equity and Achievement (SEA) Plan for 2022-2025 is required by the California Community Colleges Chancellor's Office and is informed by De Anza's Educational Master Plan 2022-2027 as well as its "Equity Plan Re-Imagined" framework. This SEA document will serve as a guide for De Anza to become more race-conscious in its student equity plan development.

The college acknowledges there currently is no common definition for equity, with discussions framing equity within the context of access, fairness in decision-making processes, and outcomes. The lack of a shared definition makes it challenging for the college community to conceptualize how individuals and areas contribute to equity efforts and whether their efforts have impact. To address this challenge, De Anza will establish an equity definition by doing the following:

- Gather relevant documents that detail, describe or define equity at De Anza; use these documents as foundational source material to create a common understanding of equity and racial equity
- Assess student needs from disproportionately impacted communities through a student survey, and conduct qualitative inquiry of student needs in consultation with the Guided Pathways core team
- Obtain and review examples of diversity, equity and inclusion approaches from other districts, examining samples of board resolutions and board priorities to incorporate into equity vision
- Identify the key characteristics of an equity-minded institution by using self-assessment tools such as the Denver University Inclusive Excellence Toolkit or the New England Resource Center for Higher Education rubric

Methodology

The SEA Plan 2022-2025 used the metrics, data set and PPG-1 (percentage point gap minus 1) method as provided and specified by the California Community Colleges Chancellor's Office.

The PPG-1 method is an update to the original PPG method and increases the sensitivity of the PPG method to detect instances of disproportionate impact where a student group potentially experiencing disproportionate impact comprises a substantial proportion of the overall student population. The PPG-1 method compares the outcome rate of a student group (e.g., Asian) to the outcome of all other students (e.g., non-Asian). Additionally, this method employs a threshold or margin of error that is adjusted by the size of the two groups. Disproportionate impact is observed when the following two conditions are met:

- A student group's PPG value is less than -2, and
- The group's absolute PPG value is greater than the margin of error

Student Populations Experiencing Disproportionate Impact (Prioritized Groups)

Various student groups were assessed for disproportionate impact within the SEA Plan 2022-2025, and were then prioritized to align with the seven student groups identified in the college's Educational Master Plan:

- Black
- Filipinx
- Foster youth
- Latinx
- LGBTQ+
- Native American
- Pacific Islander

An exception is the successful enrollment metric which has Asian students experiencing disproportionate impact. The chancellor's office data set provided the number of additional students needed to achieve full equity, which are the SEA Plan 2022-2025 goals outlined below.

Desired Outcomes by Metric

Successful enrollment examines the proportion of first-time college students who applied and enrolled at the college in the selected year.

- **Baseline:** The most recent data available to determine disproportionate impact is from 2020-21. The application-to-enrollment rate was 35% for Asian students compared to 43% for non-Asian students.
- **Goal:** Increase the successful enrollment count for the following student group:
  - Asian students from 1,838 to 2,166 (+328) within three years

Persistence examines the proportion of first-time college students who enrolled from their first primary term of enrollment to the subsequent primary term. This metric considers students whose first enrollment was fall to winter, winter to spring, or spring to the subsequent fall term.

- **Baseline:** The most recent data available to determine disproportionate impact and to allow enough time for the outcome to transpire is from 2019-20. The persistence rate from the first primary term to the secondary term is 57% for Pacific Islander, 69% for Black, 70% for LGBTQ+, 72% for foster youth and 74% for Latinx students. For each of these student groups, the comparison group's persistence rate is about 80%.
- **Goals:** Increase the persistence count for the following student groups:
  - Pacific Islander students from 16 to 23 (+7) within three years
  - Black students from 99 to 115 (+16) within three years
  - LGBTQ+ students from 155 to 177 (+22) within three years
  - Foster Youth students from 146 to 161 (+15) within three years
  - Latinx students from 971 to 1,061 (+90) within three years

Transfer-level English and Math completion examines the proportion of first-time college students who completed transfer-level English and Math within their first year of credit enrollment.

- **Baseline:** The most recent data available to determine disproportionate impact is from 2020-21. The transfer-level English and Math completion rate is 9% for Pacific Islander, 12% for foster youth, 19% for LGBTQ+, 21% for Black and 26% for Latinx students. For each of these student groups, the comparison group's persistence rate is about 33%.
- **Goals:** Increase the transfer-level English and Math completion counts for the following student groups:
  - Pacific Islander students from 2 to 8 (+6) within three years
  - Foster youth students from 10 to 29 (+19) within three years
  - LGBTQ+ students from 67 to 118 (+51) within three years
  - Black students from 23 to 37 (+14) within three years
  - Latinx students from 347 to 466 (+119) within three years

Degree and certificate completion examines the unduplicated headcount of first-time college students who earned a chancellor's office-approved associate degree, credit certificate or California community colleges baccalaureate within three years.

- **Baseline:** The most recent data available to determine disproportionate impact and to allow enough time for the outcome to transpire is from 2017-18. The degree and certificate completion rate is 0% for Native American, 3% for Pacific Islander and 8% for LGBTQ+ students. For each of these student groups, the comparison group's persistence rate is about 12%.
- **Goals:** Increase the degree and certification completion counts for the following student groups:
  - Native American students from 0 to 1 (+1) within three years
  - Pacific Islander students from 1 to 4 (+3) within three years
  - LGBTQ+ students from 14 to 22 (+8) within three years

Transfer rates represent the proportion of first-time college students who earned 12 or more units and exited the community college system in the selected year and enrolled in any four-year postsecondary institution within four years.

- **Baseline:** The most recent data available to determine disproportionate impact and to allow enough time for the outcome to transpire is from 2016-17. The transfer completion rate is 0% for Native American, 22% for foster youth, 23% for LGBTQ+ and 26% for Latinx students. For each of these student group, the comparison group's persistence rate is about 39%.
- **Goals:** Increase the transfer to four-year institution counts for the following student groups:
  - Native American students from 0 to 1 (+1) within three years
  - Foster youth students from 31 to 55 (+24) within three years
  - LGBTQ+ students from 18 to 30 (+12) within three years
  - Latinx students from 162 to 252 (+90) within three years

Actions Required by Metric

To identify the appropriate actions to achieve the desired SEA Plan 2022-2025 goals, the college conducted a reflection on current process, policy, practice and culture that impedes on equitable outcomes, along with consideration of the equity-minded process, policy, practice and culture needed to facilitate equitable outcomes.

As part of the ongoing "Equity Plan Re-Imagined" work, the college will move to identify common language, develop a definition of racial equity, and provide support for professional development, program funding and building a community of collaborative opportunities to close equity gaps for its prioritized student groups.

SUCCESSFUL ENROLLMENT		
Student Group **Asian**	Baseline Year and Outcome **2020-21: 1,838 (35%)**	Goal **+328 within three years**
Current Structure		
The current structure has numerous support services available, from the first interaction with De Anza to successful enrollment for all students. However, services for Asian students are not integrated and aligned to reduce the number of students who drop their course enrollments altogether. The college has activities and programs to help attract and retain Asian students – including outreach at local high schools, Summer Bridge and the IMPACT AAPI Learning Community, the Asian and Asian American Studies certificate program, the PUSO (Filipinx) student group, the Asian American and Pacific Islander High School Student Empowerment Conference hosted by the Office of Outreach, and the Asian Pacific American Leadership Institute (APALI). However, these services are not integrated across areas and do not ensure all Asian students are being supported. While many services already have ongoing budgets, the college has not discussed an equity-based budget, what it could look like, or a commitment to move towards equity-based budgeting. There currently is no evaluation as to whether the budget allocated is helping to address the successful enrollment gap comprehensively.		

Desired Structure

The ideal structure would have the **integration of counseling and academic advising** into the Guided Pathways Villages to ensure that Asian students in cohort and non-cohort programs have more ready access to outreach services, counseling, advising and instructional support to provide a clear pipeline from first point of entry to enrollment. Also ideal would be the **fruition of financial commitments and investments in all equity work** such as the following:

- Align policies and budgets to student success and equity goals
- Increase investments in intentional strategies designed to achieve student success and equity goals and the elimination of systemic racism
- Build a balanced budget that institutionalizes equity and includes increased investments in strategies that will help achieve student success and equity goals, even if reductions in overall expenditures become necessary
- Tie funding to program review equity and racial equity focus outcome
- Develop a rubric to evaluate budgets and resource allocations, including criteria that are equity- and racial equity-focused
- Create a budget process that is equity- and racial equity-focused, including but not limited to establishing a transparent decision-making process that is inclusive of stakeholders, and institutionalizing, through funding, high-impact practices and components that have proven to work

Actions Required

In order to help achieve the ideal structure, the following actions were identified:

- Collaborate with the college's senates, Asian and Asian American affinity groups, student groups and administration to explore and consider concrete practices that foster equity-mindedness and equitable enrollment for Asian student groups and the integration of these services as well as ongoing funding for services that have the greatest impact on successful enrollment
- Seek out support from the chancellor's office for technical assistance or professional development focusing on best practices for working with Asian students on successful enrollment strategies

PERSISTENCE FROM PRIMARY TERM TO SUBSEQUENT PRIMARY TERM

Student Groups	Baseline Years and Outcomes	Goals
Pacific Islander	**2019-20: 16 (57%)**	**+7 within three years**
Black	**2019-20: 99 (69%)**	**+16 within three years**
LGBTQ+	**2019-20: 155 (70%)**	**+22 within three years**
Foster youth	**2019-20: 146 (72%)**	**+15 within three years**
Latinx	**2019-20: 971 (74%)**	**+90 within three years**

Current Structure

Outside of select cohort-based and Learning Communities that tend to be one-year in duration, the current structure lacks a systematic process or larger-scale programming to track students' persistence. The student groups that have been prioritized for persistence consistently have lower course success rates than their ethnic counterparts, which in turn could hinder their persistence to the next enrollment term. For students who are current or former foster youth, the course success rates are even lower. Pacific Islander, Black, LGBTQ+, foster youth and Latinx students lack a space or sense of belonging and community on campus. Many of them reside outside De Anza's immediate service area and must travel for to an hour or more to attend college. They also report some of the highest rates of basic needs insecurities. Even though the college has some outreach events that are inclusive of students' families, family engagement is not core to all services that could be beneficial to students' retention. De Anza also lacks linguistically targeted services to students, and there is no consistent delivery of ongoing and required culturally responsive training for faculty members and classified professionals.

Desired Structure

The ideal structure would include

- **Greater focus on racial equity** and a culture and commitment focused on narrowing equity gaps through **intentional and focused efforts that are based on best practices** grounded in research
- Examining and **incorporating promising practices and technological support** for Pacific Islander, Black, LGBTQ+, foster youth and Latinx students
- **Training on services, resources and supports available so faculty members and classified professionals can provide systematic referrals**
- Hosting **culture-specific welcome events** to bring community resources on campus, to **raise awareness of community resources available**

Actions Required

In order to help achieve the ideal structure, the following actions were identified:

- Embed racial equity into collegewide initiatives including the Educational Master Plan, professional development, Guided Pathways and equity initiatives
- Provide the following
  - Racial equity-based training for college administrators so they are equipped and empowered to support their areas to be successful in their equity work
  - Professional development for faculty members and classified professionals, focusing on culturally responsive pedagogy and how to best support students of color and foster youth
  - Professional development for the college community to learn more about the LGBTQ+ community, including identities and language
- Recruit and retain Pacific Islander, Black and Latinx faculty members who additionally reflect the racial identities of the student population
- Develop a broad-based safety net that encapsulates all Pacific Islander, Black, LGBTQ+, foster youth and Latinx students from entry to exit, to ensure they are supported throughout their educational journey
- Increase commitment to providing multi-cultural and family-oriented and family-inclusive services for Pacific Islander and Latinx students. (The college will be seeking an additional AANAPISI grant to expand instructional and student services for AAPI students.)
- Normalize preferred pronouns usage in instructional and student support service environments, and hire mental health personnel who are LGBTQ+ identified to help LGBTQ+ students feel welcomed and accepted
- Ensure that financial aid, basic needs support and community resources are available to all foster youth students, and promote success stories of foster youth to raise awareness and dismantle the stigma of identifying as a foster youth student
- Commit to providing bilingual and bicultural services for Latinx students

The following activities are currently in place and need continued support to ensure their sustainability:

- The Athletics Department developed FAST (Football Academic Success Team), a cohort group that supports Pacific Islander, Black and Latinx students; FAST includes academic and tutorial support to improve course success and persistence rates.
- The Athletics Department also developed REACH (Reading, English, Athletics, Counseling and Humanities), a Learning Community that supports student athletes in transferrable English and Math by addressing their unique needs and experiences.
- The college has developed internship opportunities and programs designed to support Pacific Islander students and increase persistence rates; these include EOPS, First Year Experience (FYE), IMPACT AAPI, Men of Color Community, STEM Pathways and the Veterans Resource Center.
- The college has developed programs designed to support Black students and increase persistence rates; these include EOPS, Men of Color Community, STEM Pathways and Umoja.

- The college has developed internship opportunities and programs designed to support Latinx students and increase persistence rates: EOPS, First Year Experience (FYE), Latinx Empowerment at De Anza (LEAD), Men of Color Community, Puente, STEM Pathways and the Veterans Resource Center.
- The college hired a full-time counselor to support students who are current or former foster youth, as well as a full-time faculty director to support LGBTQ+ students and a counselor to support learning communities within the Student Success and Retention Services program.
- Through the development and expansion of the Ethnic and Pride Inclusion Center (EPIC), there will be a dedicated space for Black, Latinx, LGBTQ+ and Pacific Islander students.

TRANSFER-LEVEL ENGLISH & MATH COMPLETION

Student Groups	Baseline Years and Outcomes	Goals
Pacific Islander	**2020-21: 2 (19%)**	**+6 within three years**
Foster Youth	**2020-21: 10 (12%)**	**+19 within three years**
LGBTQ+	**2020-21: 67 (19%)**	**+51 within three years**
Black	**2020-21: 23 (21%)**	**+14 within three years**
Latinx	**2020-21: 347 (26%)**	**+119 within three years**

Current Structure

Under the current structure, it is unclear how much of the curriculum in transfer-level English and Math is equity-based and inclusive. The college has an Office of Professional Development that provides training in equity, inclusion and diversity. However, participation is voluntary, leaving some faculty members underprepared to address longstanding equity gaps within their classrooms through improvements in teaching and learning strategies. The college also holds flex days for professional development, but they are not organized around a racial-equity perspective. Most English and Math sections lack embedded counseling or tutoring support in the classroom, which means that students must find additional time to get help when they are referred to those services.

Desired Structure

The ideal structure would have **college-wide commitment** to narrowing longstanding equity gaps. Instruction would include **culturally responsive pedagogy and counseling support**, embedded support services, and ongoing targeted professional development for continuous improvement. There would also be **faculty buy-in for dialogue and reflection at the individual instructor level,** when presented with transfer-level English and Math outcomes disaggregated by various student groups. In addition, building relationships with high school partners would help align curriculum as well as better prepare students for college. There should also be a **financial commitment for embedded supports and integrated services** to support students within the classroom, and **integrated support services through Guided Pathways within a student's Village or Learning Community.**

Actions Required

In order to help achieve the ideal structure, the following actions were identified:

- Develop rich and ongoing professional development opportunities that focus on deepening equity-mindedness and culturally responsive pedagogy
- Audit cultural curriculum courses using an external entity
- Organize ethnic workshops and programming for students of color
- Offer professional development on inclusiveness and recognizing the linguistic and cultural nuances that Pacific Islander and Latinx students bring with them to the classroom, which can manifest as instructor bias and hinder students' progress

The following activities need continued support:

- Financial commitments for ongoing support for technological needs, after the federal HEERF funds are depleted (e.g., Wi-Fi hot spots, calculators, laptops, headphones and cameras)
- Invitations to Latinx and Pacific Islander authors and writers to visit campus and share their personal experiences
- Umoja EWRT 1A (English Composition) with a corequisite section that has a Black embedded counselor, linked to COUN 005 (Introduction to College)

DEGREE AND CERTIFICATE COMPLETION

Student Groups	Baseline Years and Outcomes	Goals
Native American	**2017-18: 0 (0%)**	**+1 within three years**
Pacific Islander	**2017-18: 1 (3%)**	**+3 within three years**
LGBTQ+	**2017-18: 14 (8%)**	**+8 within three years**

Current Structure

The current process requires students to apply for graduation in order to be awarded a degree or certificate. Some students do not readily know when they have enough credits to receive an award. Students, counselors, instructors and staff members are not fully aware of the degrees and credit and noncredit certificates that are available.
The college and its Guided Pathways structure focuses heavily on the transfer pathway. Marketing of degrees and certificates could be elevated to increase awareness of job training programs and noncredit programs available.

Desired Structure

The desired structure would **automatically award degrees and certificates to students**, eliminating the need for graduation petitions. Additionally, there should be increased **marketing and in-service training about credit and noncredit certificate pathways**.

Actions Required

In order to help achieve the ideal structure, the following actions were identified:

- Partner with the Admissions and Records Office to automate awarding degrees and certificates to students
- Create a campuswide focus on certificate pathways, similar to that given to transfer pathways
- Integrate certificate pathways into Guided Pathways Villages
- Market certificate pathways on social media, including success stories and marketing materials in multiple languages

TRANSFER TO FOUR-YEAR INSTITUTION

Student Groups	Baseline Years and Outcomes	Goals
Native American	**2016-17: 0 (0%)**	**+1 within three years**
Foster Youth	**2016-17: 31 (22%)**	**+24 within three years**
LGBTQ+	**2016-17: 18 (23%)**	**+12 within three years**
Latinx	**2016-17: 162 (26%)**	**+90 within three years**

Current Structure

With the current structure, there is a lack of collegewide accountability for student outcomes and ensuring that students complete their courses, persist quarter to quarter and are supported along their educational journey. There are not enough academic counselors for the number of transfer-intent students, which makes it difficult for students to obtain timely access to transfer information, as well as to guidance in declaring a major and exploring career options in the early stages of a students' educational journey. Furthermore, support services are siloed and not integrated.

Desired Structure

The ideal structure would have a **campus culture in which the college community is accountable for student outcomes**. Guided Pathways would **integrate transfer services as well as career exploration into the Villages**, and **faculty and staff members would be aware of support services available to students along the transfer pathway.**

Actions Required

In order to help achieve the ideal structure, the following actions were identified:

- Organize student panels from four-year institutions
- Host growth mindset workshops for first-time, first- year students
- Implement professional development training on transfer resources for instructors, counselors and classified professionals
- Coordinate community resources for students who are current or former foster youth
- Hire and train full-time counselors for students who are current or former foster youth
- Train instructors, counselors and classified professionals on ways to meet the unique needs of students who are current or former foster youth
- Integrate transfer services and career exploration into the Guided Pathways Villages